**K-5 ELA Lesson Plan**

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| **Teacher: Klingler, Nixon-Carlos, Vaccaro** | | | | | **Grade: 2** | | **Date(s)**: 9.19.12 – 9.25.2012 |
| **Unit Title:** Unit 1 - A Story to Share | | | | | **Corresponding Unit Task:** Task 5 – Stay Tuned | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | | | |
| **Teacher/Student:**  **Assessments**  Stay Tuned Rubric  Post Assessment  **Books/Passages**  Just-Right books  Bucket of biography books and printed passages  **Student Materials**  Story Map graphic organizer worksheet  Character Challenge/Event worksheet  Power Point Template pages  Wordly Wise student book  SF Grammar books/worksheets  Student-written biographies (from Task 4)  **Other Materials**  Obama biography (From Task 4)  Paper  Pencils  Markers | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | | | |
| **Learning Experience(s)** | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RL.2.3. Describe how characters in a story respond to major events and challenges.**  **RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   1. **I can ask and answer who, what, where, when, why and how questions.** 2. **I can demonstrate understanding of a story’s character, setting and plot.** 3. **I can read and comprehend stories and informational text.** 4. **I can identify all the elements of a story.** 5. **I can accurately describe my Story Map.** 6. **I can identify major events and challenges in a story.** 7. **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Share bucket of biography books, print-outs etc. with class. Review what we know about biography. Explain that each day this week, students will work independently or in pairs to read a biography or a just right book and answer a question in their learning logs. 2. **Partner/Independent Work:** Students complete story map of their book.   **Day Two –**   1. **Whole Group:** Share bucket of biography books, print-outs etc. with class. Review what we know about biography. Explain that each day this week, students will work independently or in pairs to read a biography or a just right book and answer a question in their learning logs. 2. **Partner/Independent Work:** Choose a character from your story. List some traits to describe them.   **Day Three –**   1. **Whole Group:** Share bucket of biography books, print-outs etc. with class. Review what we know about biography. Explain that each day this week, students will work independently or in pairs to read a biography or a just right book and answer a question in their learning logs. 2. **Partner/Independent Work:** Complete a Character Challenge/Event page about a character in your book.   **Day Four –**   1. **Whole Group:** Share bucket of biography books, print-outs etc. with class. Review what we know about biography. Explain that each day this week, students will work independently or in pairs to read a biography or a just right book and answer a question in their learning logs. 2. **Partner/Independent Work:** What is the character and setting of your story? Write about 2-3 events in your story.   **Day Five –**   1. **Whole Group:** Share bucket of biography books, print-outs etc. with class. Review what we know about biography. Explain that each day this week, students will work independently or in pairs to read a biography or a just right book and answer a question in their learning logs. 2. **Partner/Independent Work:** What is your favorite book you have read this week? Why? 3. Students independently complete Pre-Assessment found on GEMS in Unit 1 Plan which includes Baseline Writing Assessment | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**  **W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**  **I Can Statement(s):**   * **I can write informative pieces and use facts when writing.** * **I can focus on one topic and improve my writing by revising.** * **I can use digital tools to help me produce and publish writing.** * **I can work with others to produce writing.** * **I can work with others to publish writing.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Share examples of PowerPoint we have used so far this year and discuss the features of a PowerPoint. Teacher shares rubric with students. Teacher will discuss specific expectations based on rubric level. (i.e. Reviewing goals to achieve a 3 or above as stated in rubric.) 2. Teacher will print out all blank slides of PowerPoint template and divide between pairs of students to complete whole-class PowerPoint. OR Teacher will give pairs or individual students blank slides to complete their own PowerPoint. 3. Teacher will model writing response for her PowerPoint page on template sheet. (Use Obama biography.) 4. **Partner Work:** Students will work to write response to their PowerPoint page on their template sheet. Students will use their written biographies from last week to complete this task. (PowerPoint pages will be numbered or stapled together.)   **Day Two –**   1. **Whole Group:** Teacher models completing one slide on the computer. (Use Obama biography.) 2. **Small Group/Individual Work:** Students work to complete slide or slides on the computer. (Other students will work independently on reading focus for the day)   **Day Three –**   1. **Whole Group:** Teacher models completing one slide on the computer. (Use Obama biography.) 2. **Small Group/Individual Work:** Students work to complete slide or slides on the computer. (Other students will work independently on reading focus for the day)   **Day Four –**   1. **Whole Group:** Teacher models completing one slide on the computer. (Use Obama biography.) 2. **Small Group/Individual Work:** Students work to complete slide or slides on the computer. (Other students will work independently on reading focus for the day)   **Day Five –**  **(Choose one of following options depending on where your class is in the project…)**   1. **Whole Group:** Teacher models completing one slide on the computer. (Use Obama biography.)   **Small Group/Individual Work:** Students work to complete slide or slides on the computer. (Other students will work independently on reading focus for the day)   1. **Whole Group:** Students share their PowerPoint presentation with the class. | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).**  **I Can Statement(s):**   * **I can use words that describe what I’ve learned while talking and reading.** * **I can show I know how to use conventions of English grammar when I write or speak.** * **I can produce complete simple sentences.** * **I can use second grade phonics skills when I decode words.** * **I can use second grade word analysis skills when I decode words.** * **I can tell short vowels when I read regularly spelled one syllable words.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Wordly Wise Lesson 1 – Exercises 3 & Crossword Puzzle   **Day Two –**   1. **Whole Group:** SF Grammar and Writing book Lesson 5 - Commands and Exclamations   **Day Three –**   1. **Whole Group:** Wordly Wise Lesson 1 – Story   **Day Four –**   1. **Whole Group:** Wordly Wise Lesson 2 – Word Introduction and Exercises 1 & 2   **Day Five –**   1. **Whole Group:** SF Grammar and Writing book Lesson 2 – Subjects (p. 56) and Predicates (p. 62) | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about the topics and texts under discussion.**   **SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s):**   * **I can discuss text in small and large groups, following the rules of discussion.** * **I can link what I say to what others have said.** * **I can ask for help when I need it.** * **I can tell a story that is true and makes sense.**   **Instructional Plan:**  **See Reading and Writing plans where students are participating in class presentations.** | | | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of completion and presentation of Power Point presentation.** * **Daily review of “I Can” statements.** | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | **Intervention** | | | | **Language Development** | |
| 1. Students who complete their Power Point presentation can complete a slide notes template (based on their community member) to put into a class book for classroom library. 2. Students can evaluate peers’ PowerPoint presentations using the observation document. 3. Write a letter to the mayor of Greensboro asking him to honor the community member in the upcoming 4th of July parade. Students can email or send a digital copy of their Power Pont to the mayor which cites the rational for recognizing this person as someone special. | | 1. As an alternative to creating a Power Point Presentation, students may create a book (or mini-book) based on their community member’s life. Students will present their book to the class**.** 2. For students needing more support, have students match concepts/headers to each section of their two column notes from interview OR from section of written interview. Once students have the concepts and interview content identified, they can transfer the information to the pre-formatted PowerPoint presentation. | | | | 1. Depending on the language proficiency level of ELLs, provide sentence frames to support ELLs in the creation of their PowerPoint or book. The following files contain examples of various types of sentence frames. | |
| **Assessment(s) & Reflection** | | | | | | | |
| **Assessment(s):**  Stay Tuned Rubric  Post Assessment | | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*